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AUTHOR Freeman, Maria A.; Karr-Kidwell, P. J.

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ABSTRACT

Using surveys and data from the Dallas Public School District (Texas), this study examined the perceptions of parents, students, and teachers about parents' involvement in their children's education and development. In addition, academic achievement at the two study schools was examined. At one school (School A), 63 of 100 parents surveyed responded, and 63 students in grades 5 and 6 completed the student survey. At the second school (School B), 81 parents responded, as did 81 fifth and sixth graders. Teachers from both schools answered the teacher survey. Responses showed that communication between the school and parents was better at school A, and that School A also had a lower proportion of nonparticipating parents, when participation was measured by several factors, including participation in the Parent Teacher Association. Student perceptions of parental involvement often differed from the ideas parents had about their own participation, but were apt to resemble the ideas of other students. School A was considered a high performance school in terms of state and district assessments, while School B did not meet expectations. At both schools, however, teachers believed that they were reaching out to parents. These results suggest the benefits of parent involvement in the schools. Parents must be made to feel that they are the true owners of the school. Nine appendixes contain study materials, the surveys, and graphs of responses among the various constituencies. (Contains 74 references and 9 appendices.) (SLD)

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ED 417 251

# A Descriptive Study: Parental Opinions and Teacher-Student Perceptions Regarding Parents' Involvement in Their Children's Education and Development

Maria A. Freeman
Dallas I.S.D. / Instructional Specialist
Masters Student, TWU

PJ Karr-Kidwell, Ph.D.
Professor, Educational Leadership
Texas Woman's University

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## INTRODUCTION

As education moves into the twenty-first century, it becomes apparent that institutes of higher learning will need to add to their curriculum, courses that cover parent involvement (Morrison, 1978). With the advent of collaborative decision-making under the auspices of site-based management, however, certification authority of most states do not require administrators or teachers to study parental involvement (Pipho, 1994). Yet, empirical studies of academic learning show that parents directly or indirectly influence eight chief determinants of cognitive, affective and behavioral learning for students. Collectively, these eight elements serve as a powerful determinant of student-learning outcomes. Elements such as student inducements, their willingness to learn, and the ability of the instruction play important roles in the classroom setting (Walberg, 1984).

Walberg's studies also found that the remaining four are determinants that are indirect and require supportive roles such as interest, academics, the peer group; home environment and its emphasis towards academics and encouragements; and minimum exposure to television programming. These studies revealed that the indirect elements effect motivation, learning ability and the student's intake of the information. Thus, the absence of any of these factors at a minimum level would interrupt the learning process. The partnership of the parent, the student, and the teacher are so relevant to each other that if any one of these essentials are non-supportive, the education process stops and very little is accomplished (Henderson, 1988; Walberg, 1984).

In the 1950s and 1960s there was a true sense of community, but the

need for parental school involvement was not as great a need as today (Comer, 1986). Teachers and administrators were all a part of the neighborhood, and with this sense of community, schools exhibited an authoritarian behavior with parental-implied consent (Comer, 1986). Children's wider exposure to the world today does not make them innately more intelligent or social than children fifty years ago; the difference is the need to create programs that will get parents involved as partners within the school system (Carlson, 1991; Dornbush, 1986). Years ago, it was not necessary for parents to take as active a part in their child's school; today, there is a need for parents to be more involved with all aspects of their child's schooling (Comer, 1986). Parents, schools and communities operated within the same value system, whereas demographics today take on multiple-visioned morality and make it imperative that intervention programs be created and implemented.

## STATEMENT OF THE PROBLEM

During the last decade, the relationship between schools, families, and communities have dramatically changed, which lead to traditional families being ill-equipped to stay abreast with the techniques and teaching technologies presented in schools of today (Coleman, 1987; Heck 1992). Today's parents have placed the responsibility of nurturing and being the general caretakers on the school staff, with the government providing free initiatives, such as free and reduced meals, leaving the parent virtually free to pursue various lifestyles (Lezotte, 1992). Parents are also on a constant battlefield with the forces that influence the lives of their children (Riley, 1994). Glorified lives of athletes, television personalities, movie theaters and the stage

of MTV have shown children a lifestyle that conflicts with the value system of what most parents want for their children (Riley, 1994). Parents must recognize that their level of involvement has changed over time. Today's schools, more importantly, need their support in order to achieve optimum success (Berger, 1991).

Until a child reaches young adulthood, the two most dominant forces in their lives are home and school (Comer, 1984). It becomes imperative that a fostering of relationship between parent and teacher form harmoniously (Bishop & Buea, 1980). The idea of good relations are endorsed by both parent and teacher generally, although several studies show that infrequent face-to-face encounters were evident (Carew & Lightfoot, 1979; Lortie, 1975; McPhearson, 1972).

## STATEMENT OF PURPOSE

The purpose of this study was to examine, using surveys and data from Dallas Public School District, the perceptions of parents, students, and teachers regarding the parents' involvement in their children's education and development. The academic achievement of elementary school students from two communities was generally examined. The secondary purpose was to make parents, teachers and administers more aware of the dynamic impact that parental involvement can potentially have on student success.

## PROCEDURES AND RESULTS

School administrators, teachers and parents must realize the importance of the home environment in helping children to succeed. The significance of

having parents in and around the school to show their support in the educational process is vital to enhance students' academic success.

To do this study, permission was granted by the Human Subjects Review Committee, Texas Woman's University, October, 1995 (See Appendix A). The parental involvement and perceptions from parents, teachers, and students as well as the academic success of students in grades 5 and 6 were examined and analyzed using two Dallas public schools.

The data on parent involvement for this study was gathered from three surveys: one was given to parents, one was given to the students, and one was given to the teachers at the two schools (See Appendices B, C, D, and G). The parent survey asked the parents related questions concerning how involved they were with the children's school activities (See Appendix B). The student survey asked the students related questions about how involved they felt their parents were with their school activities (See Appendix C). The teacher survey asked the teachers related questions concerning how often they communicated, encouraged and solicited parents to become involved with their children's school activities (See Appendix D).

A letter explaining to the parent about the study and the intent of the study was sent home with each student in the 5th and 6th grades (See Appendix E). A consent form was sent with the letter, to obtain permission to give a similar survey to the students at the school (See Appendix F). The parent survey was also sent with these letters and asked to be returned in 3-5 days (See Appendix B).

The academic data was examined by groups at each grade level at both

schools. The mathematics and reading scores from the TAAS test were generally examined to learn more about students' academic success.

At School A, located in South Oak Cliff in Dallas, Texas, 100 surveys were sent home to parents. At School A, 63% of the parents that answered the survey were members of the Parent Teacher Association (PTA), 4% were members of the School Centered Education (SCE) committee, and 3% were members of other parent groups. From the 100 surveys that were sent home, 63 were returned along with the consent form allowing their children to take a similar survey in school. In response to the parents' question one regarding how often the parent(s) attended parent-teacher conferences, 5% had not attended; 24% had attended 1-2 times; 40% had attended 3-4 times; and 31% had attended at least 5 times. In question two, parents responded to how often they volunteered at their child(ren)'s school with 48% never volunteering, 11% had volunteered 1-2 times; 19% had volunteered 3-4 times; and 22% had volunteered at least 5 times. Ten percent of the parents responded to question three, that they had not discussed school activities with their child(ren); 8% responded that they had discussed school activities with their child(ren) 1-2 times; 11% had discussed school activities 3-4 times; and 71% responded that they had discussed school activities at least 5 or more times. To question four, "how often do you help your child with homework", 10% of the parents responded that they had not helped their child(ren) with their homework; 11% responded to helping 1-2 times; 16% responded they had helped 3-4 times; and 63% had helped their children at least 5 times this school year. In question five, on how often do you attend school programs, 13% of the parents

responded that they had not attended a school program; 13% had attended 1-2 times; 36% had attended 3-4 times; and 38% had attended at least 5 times. It should be noted that report cards are issued every six weeks and there are six six-weeks in a school year. In response to how often the parents discussed their child(ren)'s report with either the teacher or the child, 8% had never discussed it; 28% had discussed the report at least once; 14% had discussed it 3-4 times; and 50% had discussed it at least 5 times. The response to the survey question seven regarding how often did they communicate with their child(ren)'s teacher, 8% of the parents responded that they had not communicated with the teacher; 27% had communicated 1-2 times; 19% had communicated 3-4 times; and 46% had communicated at least 5 times. In question eight, when parents were asked how often they encouraged their child(ren) to participate in school activities, 7% responded that that had encouraged their child(ren) to participate in school activities; 19% responded that they had encouraged their children once or twice; 12% responded they had done so 3-4 times; and 62% responded that they had done so at least 5 times. In question nine, when parents were asked how often learning activities occurred at home that were not homework, 16% responded that learning activities never occurred; 16% responded that learning activities had occurred at least 1-2 times; another 16% responded that the activities had occurred at 3-4 times; and 52% responded that learning activities that were not homework had occurred at least 5 times (See Appendix B).

At school A, 63 students in grades 5 and 6 also took the survey. The students' responses to their parents' involvement was slightly different from their parent's. In question one, regarding their parent(s) attending PTA meetings,

19% responded yes; 32% responded sometimes; and 49% responded no, that their parent(s) did not attend PTA. Students responded to question two regarding whether or not their parent(s) attended parent-teacher conferences; 43% responded yes; 22% responded sometimes; and 35% responded that their parent(s) did not attend the parent-teacher conferences. To question three, 37% of the students responded yes, that they participated in school activities; 46% responded that they participated sometimes; and 17% responded that they did not participate in school activities. To question four, whether or not their parent(s) attended school programs, 37% responded yes; 28% responded sometimes; and 35% responded that their parent(s) did not attend school programs. In response to the question, "do you and your parent talk about things you do at school", 52% of the students responded yes, 40% responded sometimes and 8% responded that no, they did not discuss things that happened at school with their parent(s). In response to the question, "does your parent(s) ask you questions about your school work", 56% responded yes, 35% responded sometimes and 9% responded no. In response to the question does your parent(s) help you with your homework, 36% responded yes; 32% responded sometimes; and 32% responded that their parent did not help them with their homework. In question eight, when students were asked, "does your parent(s) encourage you to do well in school", 60% responded yes; 18% responded sometimes; and 22% responded no, that their parents did not help them with their homework. In response to the question, "does your parent(s) talk to your teacher about your school work", 25% responded yes; 46% responded sometimes and 29% responded no. One hundred percent (71% yes; 29%

sometimes) of the students responded that they think their parent(s) are concerned about their learning and their school work (See Appendix C).

From School A, 5 teachers also took the survey. These teachers taught these 5th and 6th graders. One hundred percent of them responded that they have parent-teacher conferences at least 5 times a year. To question two, 20% of the teachers responded that they asked for parent volunteers at least 1-2 times; another 20% asked for volunteers 3-4 times; and 60% responded that they asked for parent volunteers at least 5 or more times a year. To question three, 20% of the teachers responded that they had specific activities in class that were meant to be discussed at home 1-2 times; another 20% responded that they specific activities in class that were meant to be discussed at home 3-4 times a year; and 60% responded that they did these activities to be discussed at home 5 or more times a year. To question four, 60% of the teacher responded that they gave homework that required parental help 1-2 times a year, and 40% responded that they gave homework that required parent help at least 5 times a year. In response to question five, "how often do you attend the school's PTA meetings", 60% of the teachers responded that they had attended the school's PTA meetings 1-2 times, and 40% responded that they had attended the school's PTA meetings 5 or more times a year. To question six, 100% of the teachers responded that they had discussed, with the parent and/or the child, the child's report card. In question seven, 40% of the teachers responded that they communicated with their students' parents 1-2 times; 20% responded that they communicated with them 3-4 times; and another 40% responded that they communicated with parents at least 5 or more times a year. In question eight,

100% of the teachers responded that they encouraged their students and/or parents to participate in school activities. Teachers responded to question nine, on how often they sent home suggestions for learning activities that could occur that were not homework as: 40% responded that they did send suggestions 1-2 times; 20% responded that they did send suggestions 3-4 times; and another 40% responded that they did send suggestions home 5 or more times. One hundred percent of the teachers responded that they were members of the PTA, and 40% of them were members of the SCE committee (See Appendix D).

At School B, also located in South Oak Cliff in Dallas, Texas, 100 surveys were sent home to parents at School B. Of the 100 surveys that were sent home, 81 were returned along with the consent forms. In response to question one on how often the parent(s) attended parent-teacher conferences, 19% had not attended; 33% had attended 1-2 times; 22% had attended 3-4 times; and 26% had attended at least 5 times. Parents responded to question two on how often they volunteered at their child(ren)'s school with 64% never volunteering; 20% had volunteered 1-2 times; 7% had volunteered 3-4 times; and 9% had volunteered at least 5 times. To question three,14% of the parents responded that they had not discussed school activities with their child(ren); 19% responded that they had discussed school activities with their child(ren) 1-2 times; 8% had discussed school activities 3-4 times; and 59% responded that they had at least 5 or more times. In question four, 17% of the parents responded that they had not helped their child(ren) with their homework; 11% responded to helping 1-2 times; 14% responded they had helped 3-4 times; and 58% had helped their children at least 5 times this school year. In question

five, 30% of the parents responded that they had not attended a school program; 24% had attended 1-2 times; 25% had attended 3-4 times; and 21% had attended at least 5 times. In response to question six on how often the parent discussed their child(ren)'s report with either the teacher or their child, 22% had never discussed the report; 19% had discussed the report at least once; another 19% had discussed it 3-4 times; and 40% had discussed the report at least 5 times. The response to the survey question seven, "how often do you communicate with your child(ren)'s teacher", 32% of the parents responded that they had not communicated with the teacher; 26% had communicated 1-2 times; 21% had communicated 3-4 times; and another 21% had communicated with their teacher 5 or more times. In question eight, when parents were asked how often they encouraged their child(ren) to participate in school activities, 13% responded that that had encouraged their child(ren) to participate in school activities; 22% responded that they had once or twice; 25% responded they had done so 3-4 times; and 40% responded that they had encouraged their children to participate at least 5 times. When parents were asked how often learning activities occurred at home that were not homework, 18% responded that learning activities never occurred; 27% responded that learning activities had occurred at least 1-2 times; 25% responded that the activities had occurred 3-4 times; and 30% responded that learning activities that were not homework had occurred at least 5 times. Twenty-five percent of the parents that answered the survey were members of the PTA, and the other 75% were not a member of any parent group or organization (See Appendix B).

At School B, 81 students in grades 5 and 6 also took the survey. The

students' responses to their parents' involvement was slightly different from their parent's. When asked, " does your parent(s) attended PTA meetings", 10% responded yes; 19% responded sometimes; and 71% responded no, that their parent(s) did not attend PTA. Students responded to the question, "does your parent(s) attend parent-teacher conferences" as: 43% responded yes; 32% responded sometimes; and 25% responded that their parent did not attend the parent-teacher conferences. To question three, 31% of the students responded yes, that they participated in school activities; 48% responded that they participated sometimes; and 21% responded that they did not participate in school activities. When asked, "does your parent(s) attend school programs", 12% responded yes; 52% responded sometimes; and 36% responded that their parent(s) did not attend school programs. In response to the question, " do you and your parent talk about things you do at school", 46% of the students responded yes; 44% responded sometimes; and 10% responded that no, they did not discuss things that happened at school with their parent(s). In response to the question "does your parent(s) ask you questions about your school work", 52% responded yes; 38% responded sometimes; and 10% responded no. In response to the question, " does your parent(s) help you with your homework", 30% responded yes; 48% responded sometimes; and 22% responded that their parent did not help them with their homework. To question eight, students were asked, "does your parent(s) encourage you to do well in school" and 56% responded yes; 30% responded sometimes; and 14% responded no, that their parents did not help them with their homework. In response to the question, "does your parent(s) talk to your teacher about your school work", 20%

responded yes; 57% responded sometimes; and 23% responded no. One hundred percent (69% yes; 36% sometimes) of the students that took the survey responded that they thought their parent(s) were concerned about their learning and their school work (See Appendix C).

At School B, 4 teachers of those 5th and 6th grade students took the survey. To question one,100% of them responded that they had parent-teacher conferences at least 5 times a year. To question two, 25% of the teachers responded that asked for parent volunteers at least 1-2 times, and 75% responded that they asked for parent volunteers at least 5 or more times a year. To question three, 25% of the teachers responded that they had specific activities in class that were meant to be discussed at home 1-2 times, and 75% responded that they did these activities to be discussed at home 5 or more times a year. To question four, 25% of the teachers responded that they gave homework that required parental help 1-2 times a year; another 25% responded as 3-4 times; and 50% responded that they gave homework that required parent help at least 5 times a year. In response to question five, "how often do you do you attend the school's PTA meetings", 25% responded that they had attended the school's PTA meetings 1-2 times; another 25% of the teachers responded that they had attended the school's PTA meetings 3-4 times; and 50% of the teachers responded that they had attended the school's PTA meetings 5 or more times a year. In question six, 25% of the teachers responded that they had discussed, with the parent and/or child, the child's report card 3-4 times, and 75% of the teachers responded that they had discussed, with the parent and/or the child, the child's report card 5 or more times a year. In question seven, 100

percent of the teachers responded that they communicated with their students' parents at least 5 or more times a year. In question eight, 100% of the teachers responded that they encouraged their students and/or parents to participate in school activities. In question nine, teachers responded to how often they sent home suggestions for learning activities that could occur that were not homework as: 25% responded that they did these suggestions 3-4 times, and 75% responded that they sent suggestions home 5 or more times. One hundred percent of the teachers responded that they were members of the PTA, and 25% of them were members of the SCE committee (See Appendix D).

All of this data was helpful in measuring the relations between student-to-parent, parent-to-student, parent-to-teacher and teacher-to-parent. The results also offered insights that the academic impact of this three-tiered relationship had on academic achievement. School A, within state and district TAAS standards, was considered a high performance school, while School B did not meet expectations. Overwhelming differences in School A achievement were noticed when parents became an active ingredient in the educational process.

Some differences were noted in how teachers responded. School B showed a higher percentage of interaction with parents according to the survey. Both schools were 100% in mandated parent-teacher conferences and total participation in PTA membership. On all other questions, at least 10 to 35% points separated School A from School B in participation of 5 or more times per school year, except where School A discussed with parent and/or the student's report card results. The 3-4 times column was constantly 5% points different for School B. The efforts of School B teachers could be the result of a lack of parent

involvement.

The parents responded 63% at School A and 81% at School B. Since all schools are under the SCE mandate, it is important to note that participation was low in School A (40%) and no participation in School B. School A was high in the traditional form of the PTA.

The student surveys revealed that their opinions of their parent's participation were not that far apart from the other students. The sometimes "column" could be a high or low percent due to the natural instinct for children to protect the image of their parents. Only 6% separated the schools, when asked about homework assistance in both schools regarding help from their parents.

## CONCLUSIONS

While the initial intentions of this study were to provide insights and descriptive measures on academic achievement as it related to parental involvement, it became clear early on that the involvement goes far beyond parents. It takes the "village to raise the child."

School A is consistent with question 6 and 7 in the communication area, while School B showed 10% increase in non-communication (number 7). The results seem to show how we look at communication as parents. School A communicated with the teachers more consistently than School B. In School B, 40% met with teachers to discuss report cards 5 or more times per times year, and dropped 19 percentage points in communication. This could indicate that these parents are reluctant to check on the general progress of the child and view the reporting period as the vehicle for exchanging information about the

child. School A, however, lost of 4 percentage points indicating a continuance of communication for other than report card reporting period. School A also showed a lower and consistent number of nonparticipating parents in both questions 6 and 7. There is a 10% increase in the nonparticipating parents at School B on question 7 as opposed to question 6, 32% and 22% respectfully. Parent Teacher Association(PTA) membership was significantly different with School A at 63% and School B at 25%. Parent participation at School A is at a higher level in areas of the survey.

The student survey was interesting because it symbolized how children view their parents. On over half the survey the students' responses did not match those of their parents. Unlike the spread of percentage points in the parents survey, the students were riding on the plane most of the time. The greatest separation was concerning attendance at PTA meetings. School A parents' participation was split. School B showed 22% higher with non-attendance at 71%. Question 4 speaks to the difference of parents who work and those that do not. It could also mean that parents in School A may also have jobs that are flexible enough for them to attend more programs during normal working hours.

The teacher survey indicated that teachers were reaching out to parents to volunteer in school activities and the response varied with each school. Question 2, for instance, showed that parents are asked throughout the year to volunteer. 48% of the School A parents did not respond and 64% of School B failed to participate. School B overall had higher percentage points in the five or more times a year. This could be an indication that School B teachers feel more

of a need to bring parents into the process or more help is required from the parents to help these children succeed. Also of interest was the difference in question nine, in attempts that School B placed on sending activities home that required family participation. These seem to be more consistent in the number of times than School A. The assumption could be that School A feels their parents are more involved at home than School B.

All parents want their child to receive the best academic foundation available. Economic status, education of the parents, or social standings seem to have no bearing on this desire. School Improvement plans are necessary and give the administrators a view of the long-range plan and a set of action steps. But the heart of this system is the team of parents, students, administrators and the school's community that pumps life into achievement of the children.

Parents play the most significant and earliest role in establishing the educational foundation. The environment that the child is first exposed to and that type of learning will set the stage for academic growth. During interviews with administrators, a principal made a comment that, " some children do not need constant parental help with school. They are natural learners". The authors contend that this natural ability to learn still needs to receive a healthy jump start early on. It is the hope, desire, or prayer of every educator as well as every parent to wish each child possesses a kind of intellectual competence that will put all of our burdens to rest.

This research supports the idea of parental involvement. However, administrators and teachers are often knowledgeable about this research and

the public is not. The instincts of parents tell them they should be involved or at least acquainted with their child's school activities, but they often do not know that research supports their beliefs. Teachers and school administrators, like these in Dallas, must find the means to convey these ideas and encourage their participation, by any means necessary.

For the public school system of the future to be standing ready for the change of the century, administrators, educators, parents and citizens must start today, changing the way we conduct our business of educating our future leaders. America's school system is falling further behind nations we once led, and if only 41% of a school day is spent on core academic subjects, like math and science, we will never be first in anything.

Families in urban, suburban, and rural areas must take stock of the time they spend together and find that extra time for learning. This shared effort will be rewarded as a long-term investment. Parents must then commit themselves to high standards, and set high expectations for the children by challenging them in every possible way for them to reach their full potential. Limiting television-viewing on school nights and reading together is the starting point of all learning. Administrators and teachers everywhere have to make adjustments by changing the greeting sign in schools so parents feel welcome to enter. Parents must be made to feel that they are, in fact, the true owners of the school. Schools could be rewarded with higher test scores, active PTA's, volunteers and other positive outcomes.

Administrators and teachers, in urban, suburban, and rural areas, need to reach out to parents in the community as partners, and be creative in utilizing

new technologies to get everyone involved in the student's learning process. These children are only ten percent of our population, but they are 100% of our future!

We can value all of the inputs from parents, teachers, and other interested citizens in our communities to enhance the learnings and outcomes for these youngsters. As noted in Appleseed's quotations, "the cost of educating a child today is immense. But the cost of not educating a child is incalculable."

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# APPENDICES

Appendix A

# TEXAS WOMAN'S UNIVERSITY

DENTON/DALLAS/HOUSTON

HUMAN SUBJECTS
REVIEW COMMITTEE
P.O. BOX 22939
Denton, TX 76204-0939
Phone: 817/898-3377

October 4, 1995

Maria A. Freeman
5959 Watership Ln. #1328
Dallas, Tx 75237

Dear Maria A. Freeman: Social Security #: 455-08-5104

Your study entitled "The Relationship of Parental Involvement and Student Success" has been reviewed by a committee of the Human Subjects Review Committee and appears to meet our requirements in regard to protection of individuals' rights.

Be reminded that both the University and the Department of Health and Human Services (HHS) regulations typically require that agency approval letters and signatures indicating informed consent be obtained from all human subjects in your study. These are to be filed with the Human Subjects Review Committee. Any exception to this requirement is noted below. This approval is valid one year from the date of this letter. Furthermore, according to HHS regulations, another review by the Committee is required if your project changes.

Special provisions pertaining to your study are noted below:

___ The filing of signatures of subjects with the Human Subjects Review Committee is not required.

___ Other:

_X_ No special provisions apply.

Sincerely,

Glenn Engelbrecht

Chair
Human Subjects Review Committee - Denton

cc: Graduate School
Dr. PJ Karr-Kidwell, Educational Leadership
Dr. Howard Stone, Educational Leadership

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APPENDIX B SCHOOL A

# PARENT SURVEY

Read each question carefully. If the answer to the question is None ,circle the number "1" next to the question. If the answer is "1-2" times circle the number "2" next to the question. If the answer is " 3-4" times, circle the "3 " next to the question. If the answer is " 5 "or more times circle the "4" next to the question.

| QUESTIONS | ANSWERS | | | |
|---|---|---|---|---|
| | NONE | 1-2 times a year | 3-4 times a year | 5- or more times a year |
| 1. How often do you attend parent-teacher conferences? | 5% | 24% | 40% | 31% |
| 2. How often do you volunteer at your child's school? | 48% | 11% | 19% | 22% |
| 3. How often do you and your child discuss activities at school? | 10% | 8% | 11% | 71% |
| 4. How often do you help your child with homework? | 10% | 11% | 16% | 63% |
| 5. How often do you attend school programs? | 13% | 13% | 36% | 38% |
| 6. How often do you discuss with the teacher and/or your child your child's report card? | 8% | 28% | 14% | 50% |
| 7. How often do you communicate with your child's teacher? | 8% | 27% | 19% | 46% |
| 8. How often do you encourage your child to participate in school activities? | 7% | 19% | 12% | 62% |
| 9. How often do learning activities occur at home that are not homework (such as read- alouds, educational games, etc.)? | 16% | 16% | 16% | 52% |
| 10. Are you a member of any parent group or organization at your child's school? | | | | |
| a. PTA 63% Non-Member 30% | | | | |
| b. SCE 40% | | | | |
| c. Other: 3% | | | | |



" I understand that the return of my completed questionnaire constitutes my informed consent to act as a subject in this research."

APPENDIX B SCHOOL B

# PARENT SURVEY

Read each question carefully. If the answer to the question is None ,circle the number "1" next to the question. If the answer is **"1-2" times** circle the number "2" next to the question. If the answer is " 3-4" times, circle the "3 " next to the question. If the answer is " 5 "or more times circle the "4" next to the question.

| QUESTIONS | ANSWERS | | | |
|---|---|---|---|---|
| | NONE | 1-2 times a year | 3-4 times a year | 5- or more times a year |
| 1. How often do you attend parent-teacher conferences? | 19% | 33% | 22% | 26% |
| 2. How often do you volunteer at your child's school? | 64% | 20% | 7% | 9% |
| 3. How often do you and your child discuss activities at school? | 14% | 19% | 8% | 59% |
| 4. How often do you help your child with homework? | 17% | 11% | 14% | 58% |
| 5. How often do you attend school programs? | 30% | 24% | 25% | 21% |
| 6. How often do you discuss with the teacher and/or your child your child's report card? | 22% | 19% | 19% | 40% |
| 7. How often do you communicate with your child's teacher? | 32% | 26% | 21% | 21% |
| 8. How often do you encourage your child to participate in school activities? | 13% | 22% | 25% | 40% |
| 9. How often do learning activities occur at home that are not homework (such as read- alouds, educational games, etc.)? | 18% | 27% | 25% | 30% |
| 10. Are you a member of any parent group or organization at your child's school?<br>a. PTA 25% Non-Member 75%<br>b. SCE<br>c. Other: _____ | | | | |



"I understand that the return of my completed questionnaire constitutes my informed consent to act as a subject in this research."

APPENDIX C SCHOOL A

# STUDENT SURVEY

Read each question carefully. If the answer to the question is **YES,** circle the number "1" next to the question. If the answer is **SOMETIMES,** circle the number "2", and if the answer is **NO,** circle the number "3".

| QUESTIONS | ANSWERS | | |
|---|---|---|---|
| | yes | sometimes | no |
| 1. Does your parent(s) attend PTA meetings? | 19% | 32% | 49% |
| 2. Does your parent(s) attend parent-teacher conferences? | 43% | 22% | 35% |
| 3. Do you participate in any school activities? | 37% | 46% | 17% |
| 4. Does your parent(s) attend school programs? | 37% | 28% | 35% |
| 5. Do you and your parents talk about things you do at school? | 52% | 40% | 8% |
| 6. Does your parent(s) ask you questions about your school work? | 56% | 35% | 9% |
| 7. Does your parent(s) help you with your homework? | 36% | 32% | 32% |
| 8. Does your parent(s) encourage you to do well in school? | 60% | 18% | 22% |
| 9. Does your parent(s) talk to the teacher about your school work? | 25% | 46% | 29% |
| 10. Do you think your parent(s) is concerned about your learning and school work? | 71% | 29% | |



"I understand that the return of my completed questionnaire constitutes my informed consent to act as a subject in this research."

APPENDIX C SCHOOL B

# STUDENT SURVEY

Read each question carefully. If the answer to the question is **YES,** circle the number "1" next to the question. If the answer is **SOMETIMES,** circle the number "2", and if the answer is **NO,** circle the number "3".

| QUESTIONS | ANSWERS | | |
|---|---|---|---|
| | yes | sometimes | no |
| 1. Does your parent(s) attend PTA meetings? | 10% | 19% | 71% |
| 2. Does your parent(s) attend parent-teacher conferences? | 43% | 32% | 25% |
| 3. Do you participate in any school activities? | 31% | 48% | 21% |
| 4. Does your parent(s) attend school programs? | 12% | 52% | 36% |
| 5. Do you and your parents talk about things you do at school? | 46% | 44% | 10% |
| 6. Does your parent(s) ask you questions about your school work? | 52% | 38% | 10% |
| 7. Does your parent(s) help you with your homework? | 30% | 48% | 22% |
| 8. Does your parent(s) encourage you to do well in school? | 56% | 30% | 14% |
| 9. Does your parent(s) talk to the teacher about your school work? | 20% | 57% | 23% |
| 10. Do you think your parent(s) is concerned about your learning and school work? | 64% | 36% | |



" I understand that the return of my completed questionnaire constitutes my informed consent to act as a subject in this research."

APPENDIX D SCHOOL A

# TEACHER SURVEY

Read each question carefully. If the answer to the question is None ,circle the number **"1"** next to the question. If the answer is **"1-2" times** circle the number **"2"** next to the question. If the answer is **" 3-4"** times, circle the **"3 "** next to the question. If the answer is **" 5 "**or more times circle the **"4"** next to the question.

| QUESTIONS | ANSWERS | | | |
|---|---|---|---|---|
| | NONE | 1-2 times a year | 3-4 times a year | 5- or more times a year |
| 1. How often do you have parent-teacher conferences? | | | | 100% |
| 2. How often do you ask for parent volunteer (s) in your classroom? | | 20% | 20% | 60% |
| 3. How often do you have specific activities in class that are meant to be discussed at home? | | 20% | 20% | 60% |
| 4. How often do you give homework that requires parental help? | | 60% | | 40% |
| 5. How often do you attend the school 's PTA meetings? | | 60% | | 40% |
| 6. How often do you discuss the parent and/or child the child's report card? | | | | 100% |
| 7. How often do you communicate with your parents? | | 40% | 20% | 40% |
| 8. How often do you encourage your students and/or parents to participate in school activities? | | | | 100% |
| 9. How often do you send home suggestions for learning activities that could occur at home that are not home work (such as reading aloud, educational games, etc.)? | | 40% | 20% | 40% |
| 10. Are you a member of any parent group or organization at your child's school?<br>a. PTA 100%<br>b. SCE 40%<br>c. Other: _____ | | | | |

" I understand that the return of my completed questionnaire constitutes my informed consent to act as a subject in this research."

APPENDIX D SCHOOL B

# TEACHER SURVEY

Read each question carefully. If the answer to the question is None ,circle the number "1" next to the question. If the answer is "1-2" times circle the number "2" next to the question. If the answer is " 3-4" times, circle the "3 " next to the question. If the answer is " 5 "or more times circle the "4" next to the question.

| QUESTIONS | ANSWERS | | | |
|---|---|---|---|---|
| | NONE | 1-2 times a year | 3-4 times a year | 5- or more times a year |
| 1. How often do you have parent-teacher conferences? | | | | 100% |
| 2. How often do you ask for parent volunteer (s) in your classroom? | | 25% | | 75% |
| 3. How often do you have specific activities in class that are meant to be discussed at home? | | 25% | | 75% |
| 4. How often do you give homework that requires parental help? | | 25% | 25% | 50% |
| 5. How often do you attend the school 's PTA meetings? | | 25% | 25% | 50% |
| 6. How often do you discuss the parent and/or child the child's report card? | | | 25% | 75% |
| 7. How often do you communicate with your parents? | | | | 100% |
| 8. How often do you encourage your students and/or parents to participate in school activities? | | | | 100% |
| 9. How often do you send home suggestions for learning activities that could occur at home that are not home work (such as reading aloud, educational games, etc.)? | | | 25% | 75% |
| 10. Are you a member of any parent group or organization at your child's school?<br>a. PTA 100%<br>b. SCE 25%<br>c. Other: _____ | | | | |



" I understand that the return of my completed questionnaire constitutes my informed consent to act as a subject in this research."

## APPENDIX E

TEXAS WOMAN'S UNIVERSITY
SUBJECT CONSENT TO PARTICIPATE IN RESEARCH

THE RELATIONSHIP OF PARENTAL
INVOLVEMENT AND STUDENT SUCCESS

MARIA FREEMAN
(214) 302-2460

Dear Parent(s),

I am engaged in a study of the 5th and 6th grades at your child's school. Research has shown that parents involved in the educational process of their child(ren) has had a significant impact on student success. This study will examine the relationship of parental involvement and student success. This study will be beneficial to parents, since teachers and school administrators can offer direct assistance (e.g. content instruction, strategies etc.) for their children, given their responses. From the responses on all surveys, teachers and school administrators will begin to identify, develop and offer improved parent-teacher and child programs at campuses.

I am seeking information about your involvement in your child(ren)'s school activities such as, homework, school functions,etc. by asking your assistance in answering a questionnaire. (attached to this letter).

I am also asking your permission to administer a similar questionnaire to your child at the school. The information that I collect from the questionnaire will not identify you or your child by name. Every child will be given an abstract of the findings. Parents interested in receiving the abstract can provide their address in order to receive the abstract by mail. Teachers will receive an abstract at their campus mailbox. The data will be stored at my home in a locked file cabinet for one year and then will be destroyed through a paper shredder. The results of the survey will be available through the researcher, Maria Freeman.

Participation in this study is completely voluntary and you may withdraw from the study at any time. If you have any questions about the research or about your rights as a subject, we want you to ask us. (my phone number is at the top of this form). If you have questions later, or if you wish to report a problem, please call me or the Office of Research & Grants Administration at 817-898-3375.

**If you are willing to help in this study, please fill out the enclosed questionnaire and have your child return it in 3-5 days. If you give your permission for your child to answer the questionnaire, please sign this form and have your child sign and return it to his/her homeroom teacher in 3-5 days.**

Thank you in advance for your cooperation,
Maria Freeman, Instructional Specialist

**APPENDIX F**

TEXAS WOMAN'S UNIVERSITY
SUBJECT CONSENT TO PARTICIPATE IN RESEARCH

THE RELATIONSHIP OF PARENTAL
INVOLVEMENT AND STUDENT SUCCESS

**CONSENT FORM**

With my signature I am agreeing to participate in a research study by Maria Freeman which will provide data to be used in a professional paper to be submitted as partial fulfillment of requirements for the degree of Master of Education in the Graduate School of Texas Woman's University. I understand the purpose of this study is to examine the academic achievement of elementary school students and parent involvement and understand that all information will be supplied by me or my child anonymous and will be kept completely confidential.

Participation in the study is completely voluntary and I and/or my child may withdraw from the study at any time.

*My signature on this consent form means that I am willing to participate in this study and give my consent for my child(ren) to participate by taking the student survey. My child's signature on this form means that my child consents to completing the student survey at his/her school.*

If I have any questions about the research or about my rights as a subject, I will contact the reseacher, Maria Freeman. If I have questions later, or if I wish to report a problem, I will call the Office of Research & Grants Administration at 817-898-3375.

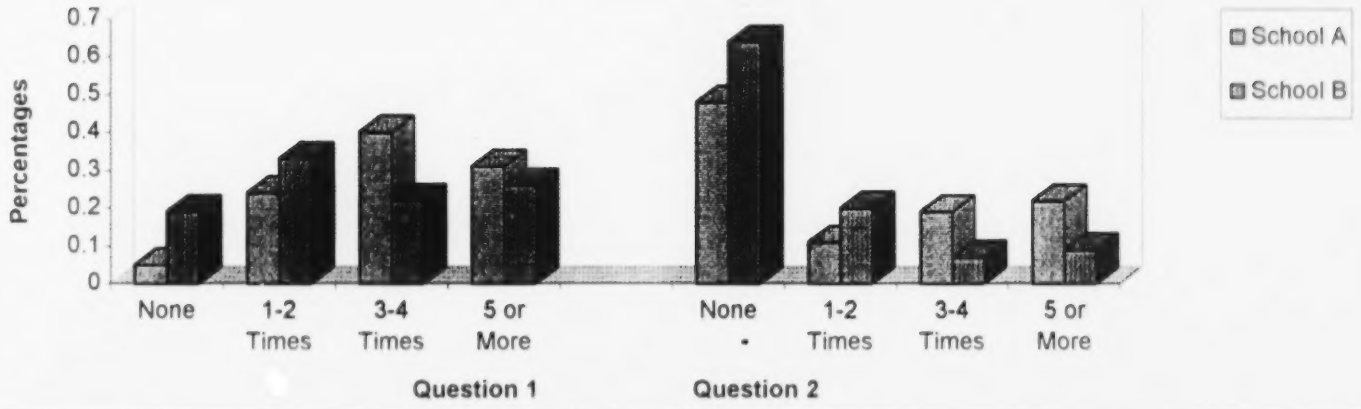
_____ _____
Parent's Signature Date

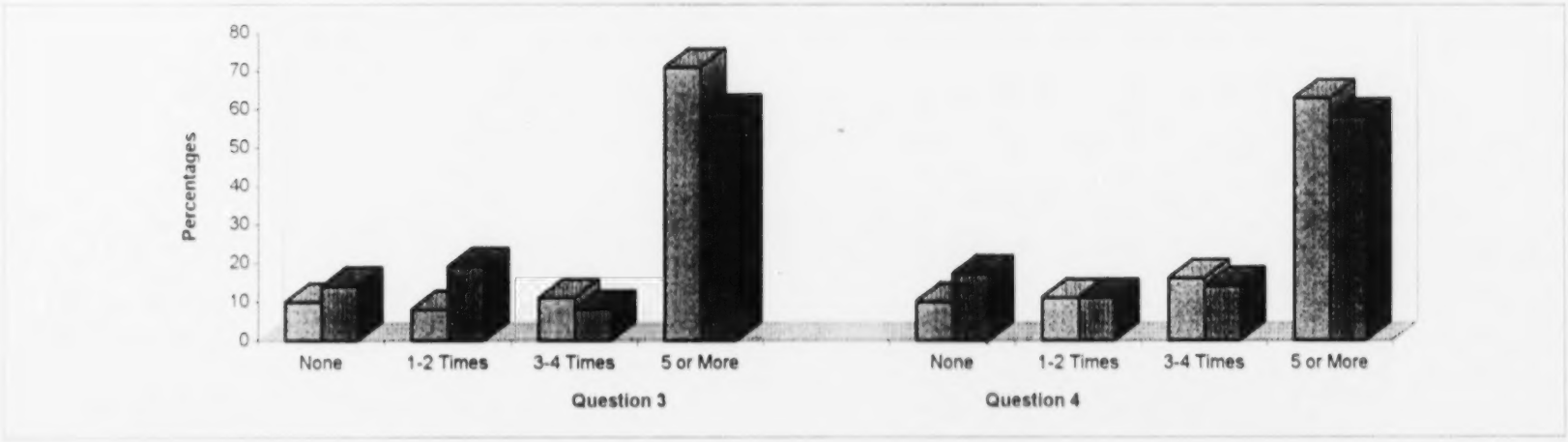
_____ _____
Child's Signature Date

**Please have your child return this form and your questionnaire to his homeroom teacher in 3-5 days, if you are willing to participate.**

Appendix G
(See Appendix B)

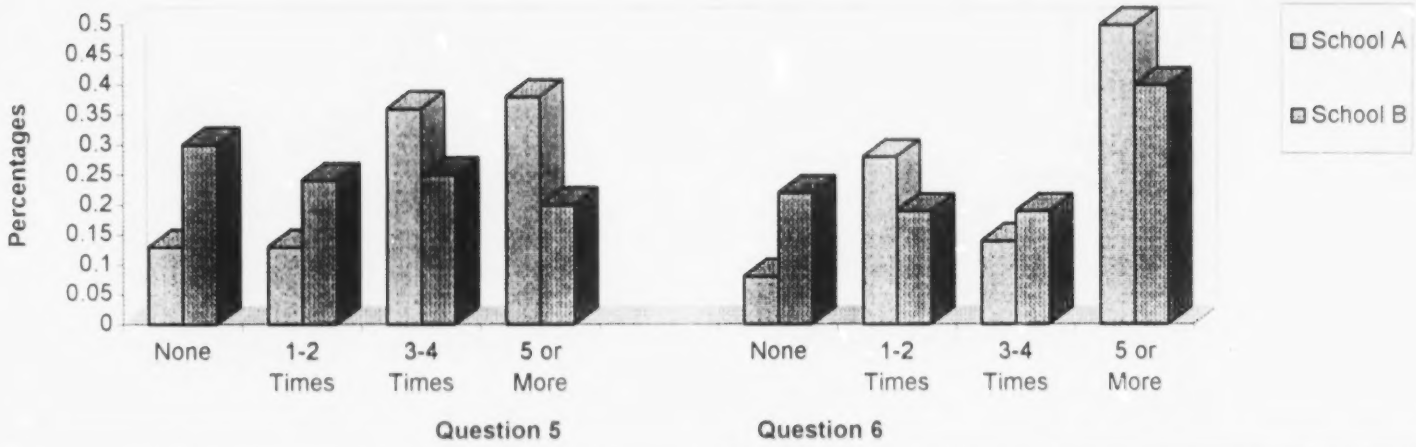
Parent Survey Comparsion

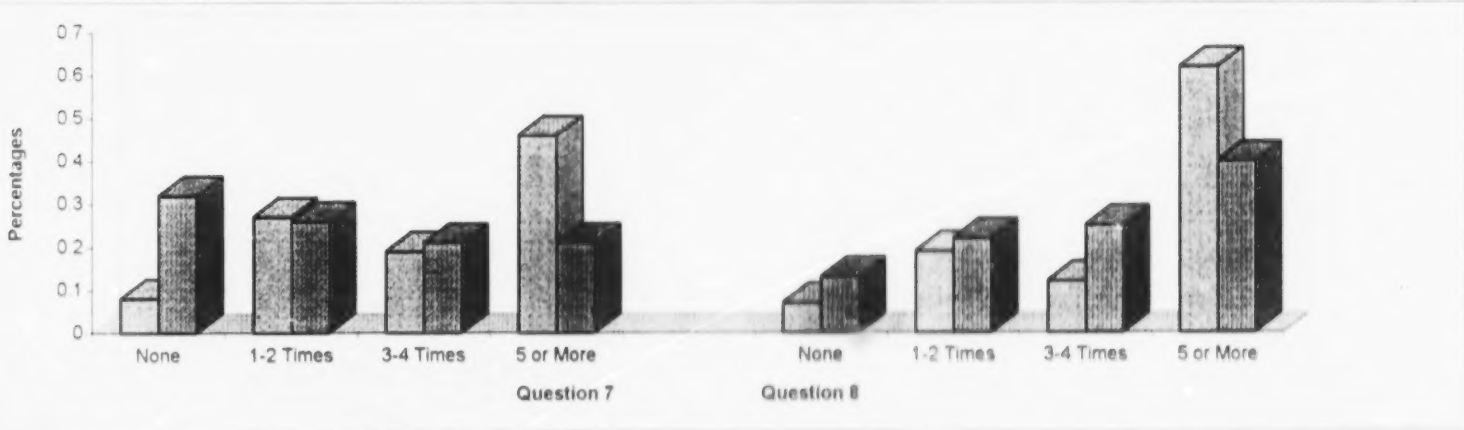


Appendix G
(See Appendix B)

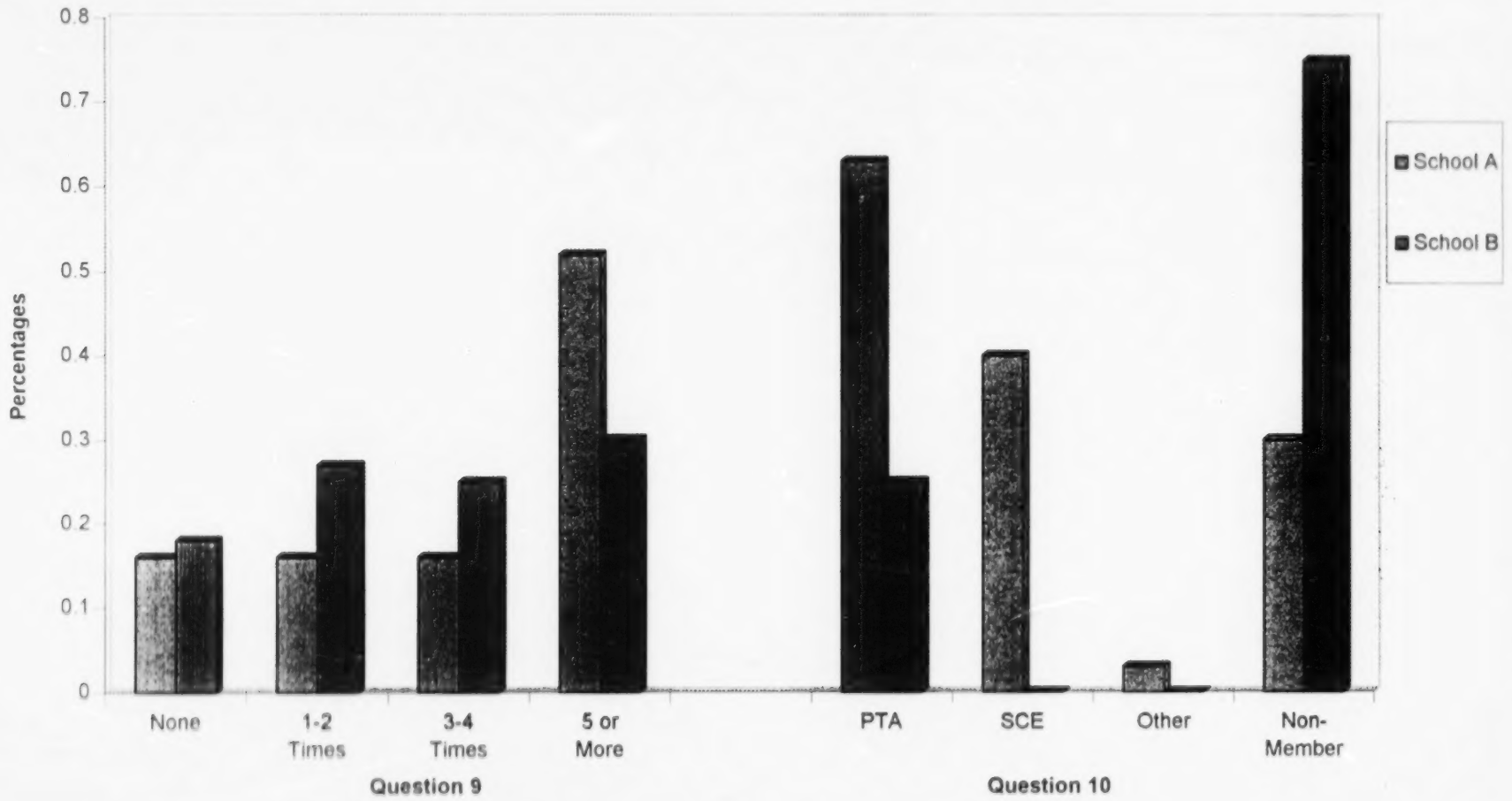
Parent Survey Comparison (continued...)



Appendix G
(See Appendix B)

Parent Survey Comparison (continued....)



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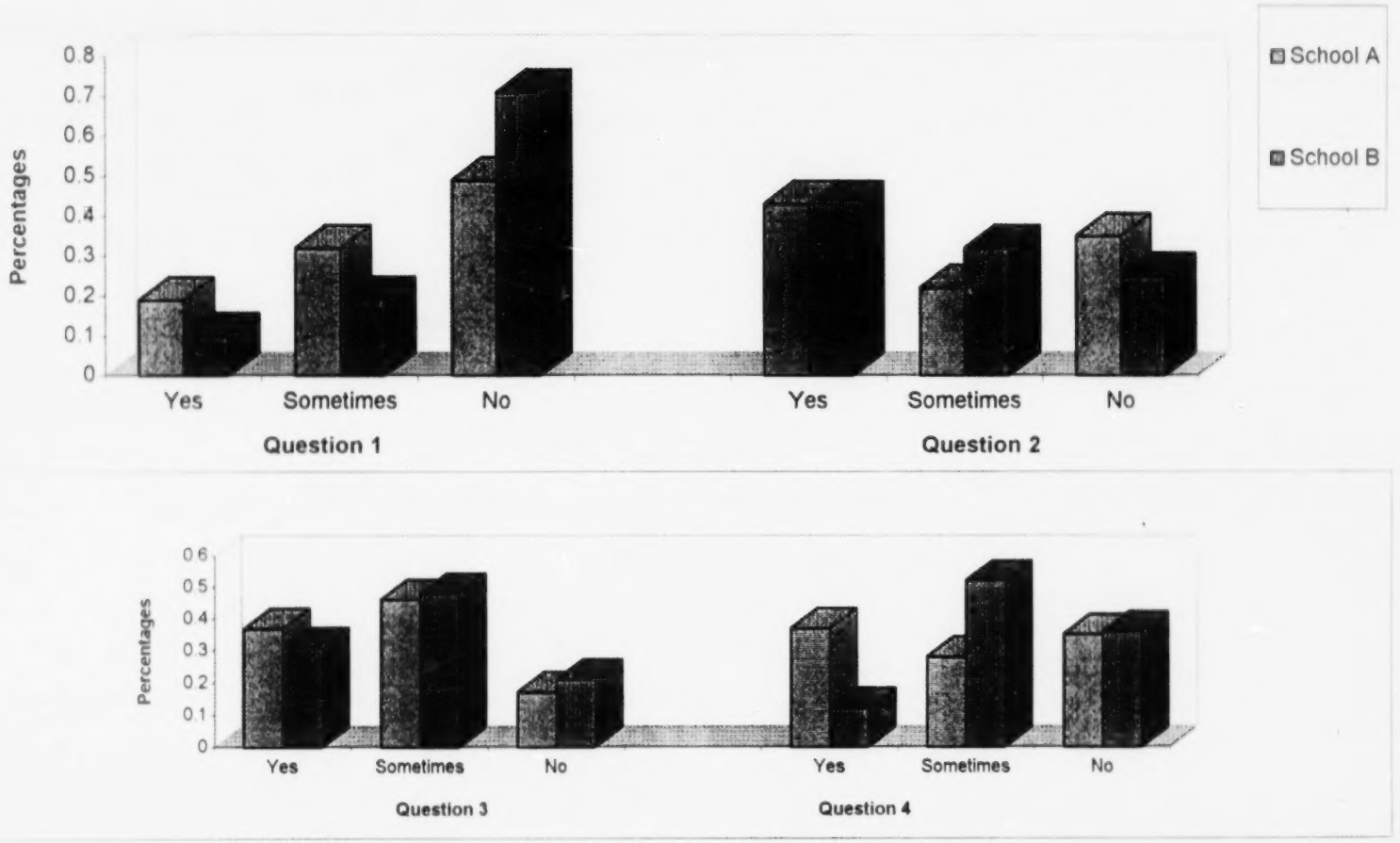
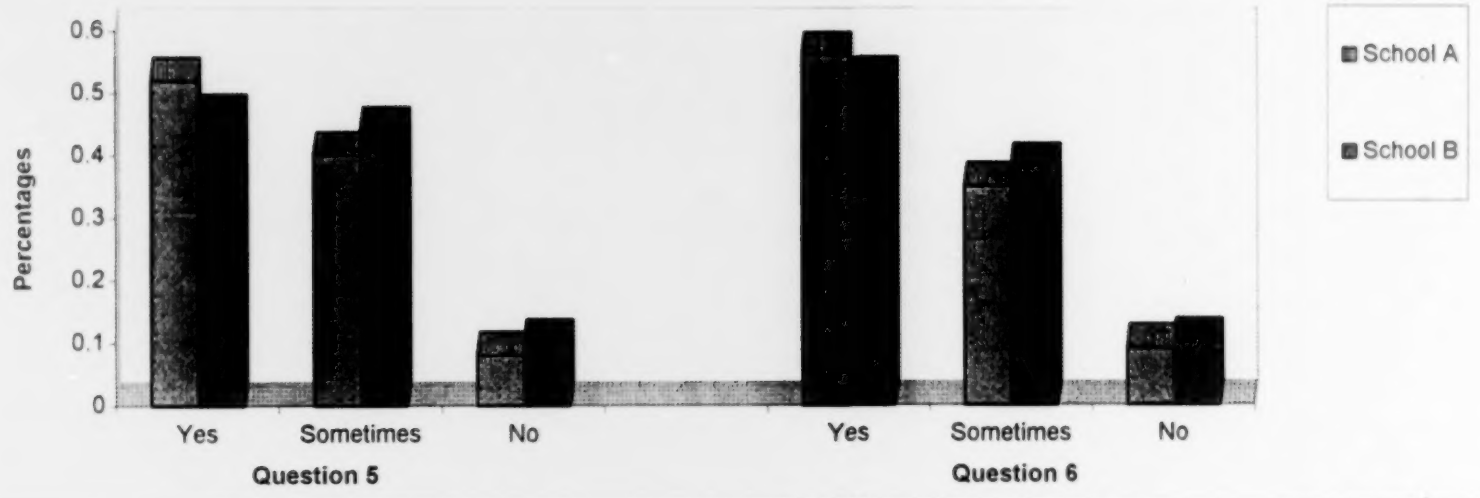
Appendix H
(See Appendix C)

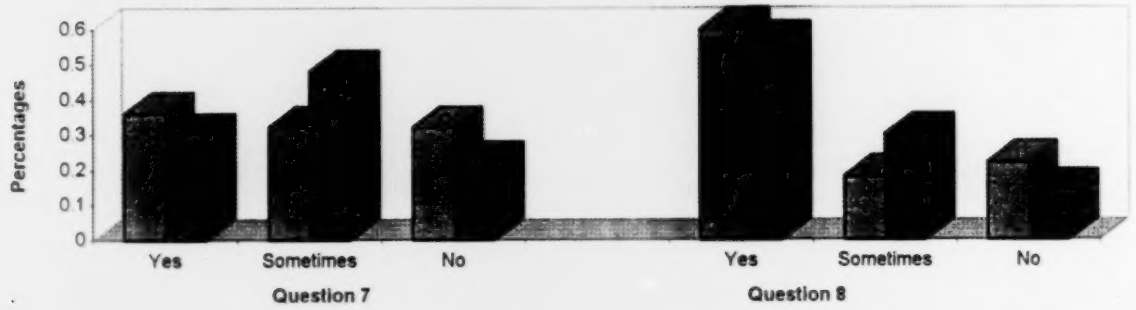
Student Survey Comparison



Appendix H
(See Appendix C)

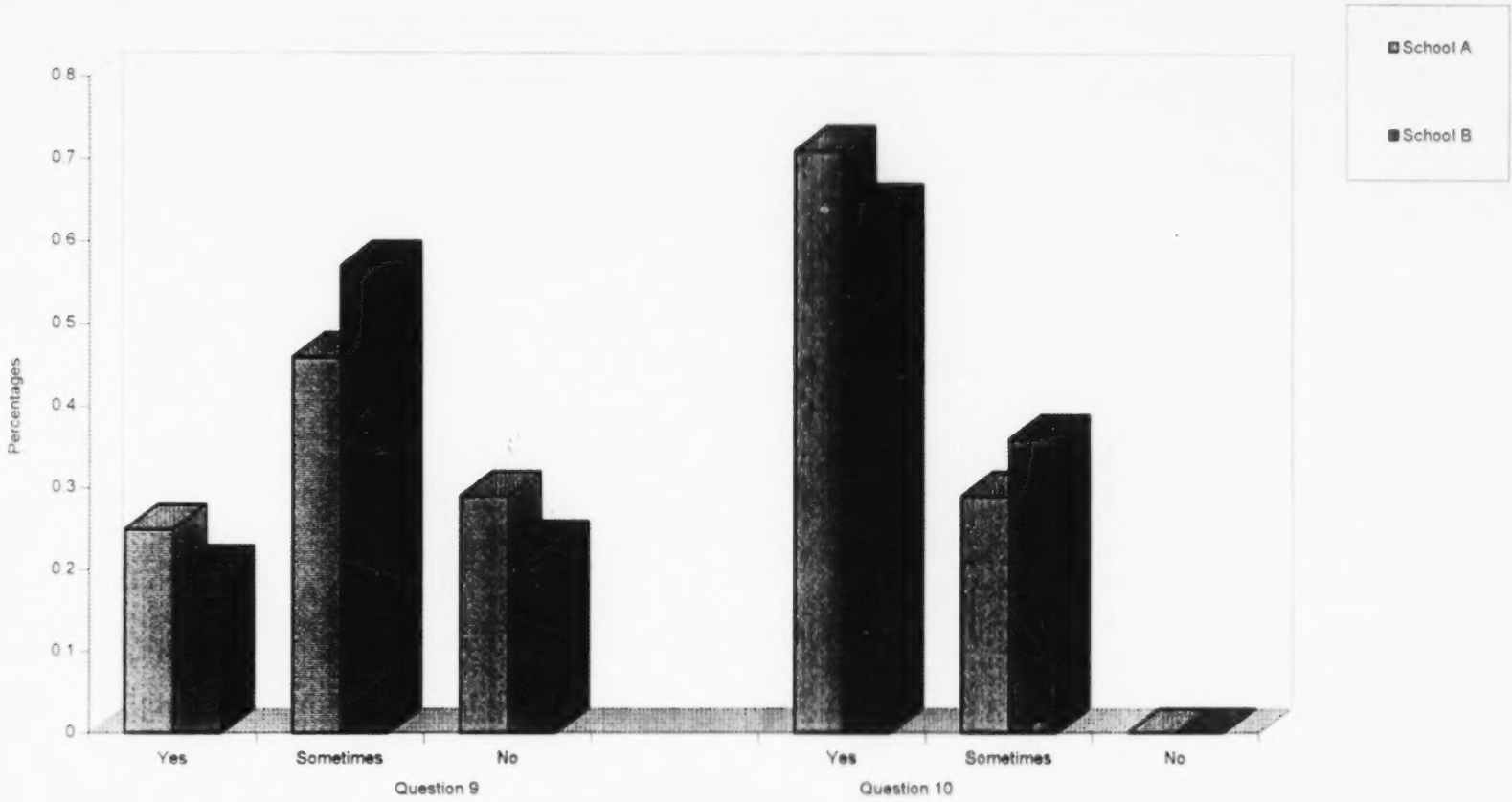
Student Survey Comparsion (continued.....)



Appendix H
(See Appendix C)

Student Survey Comparison (continued....)



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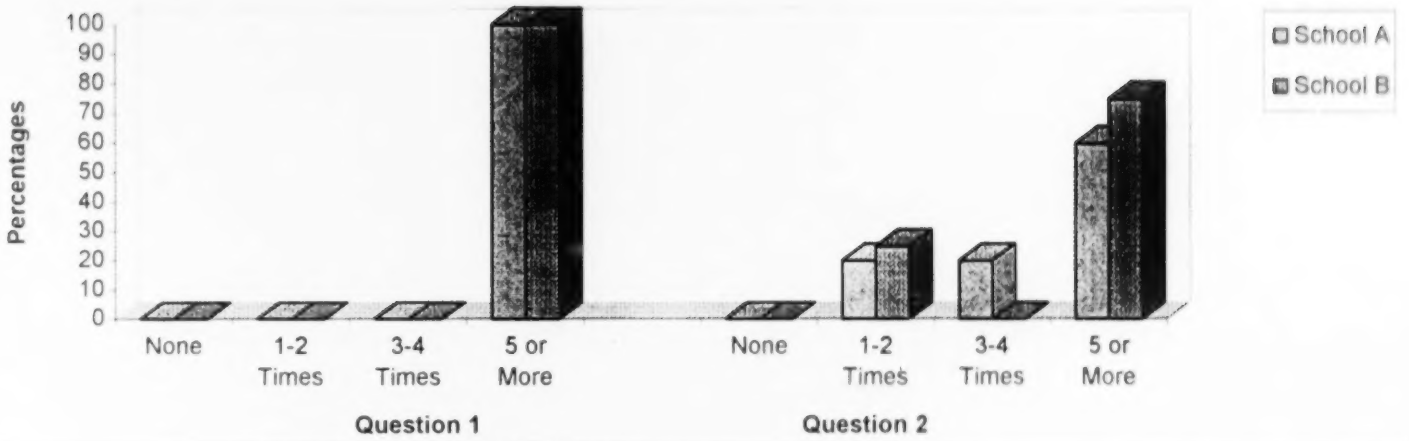
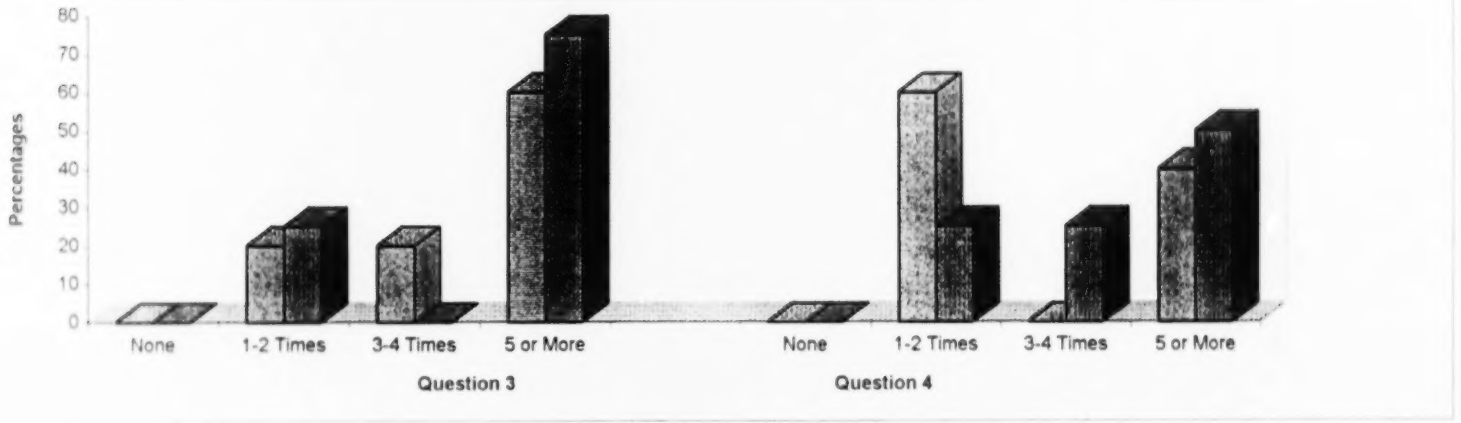
Appendix I
(See Appendix D)

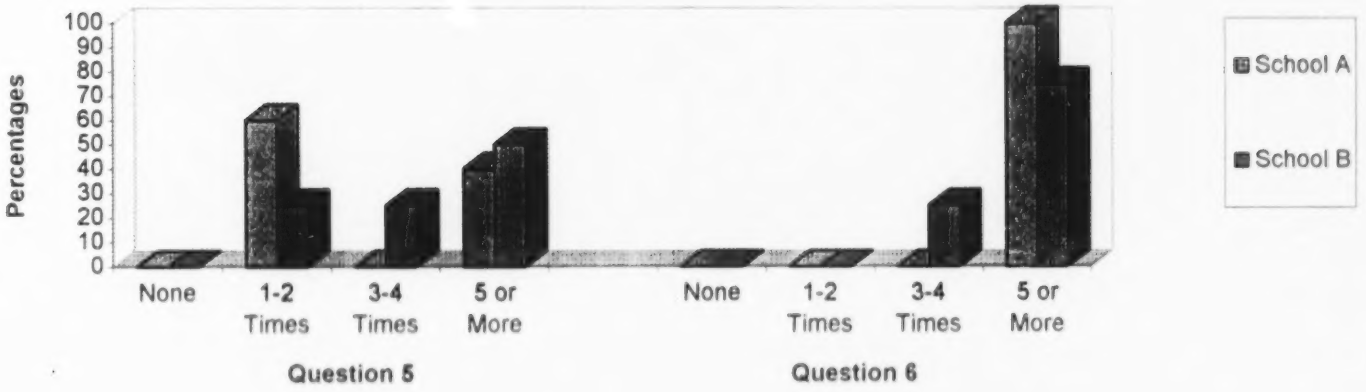
Teacher Survey Comparison

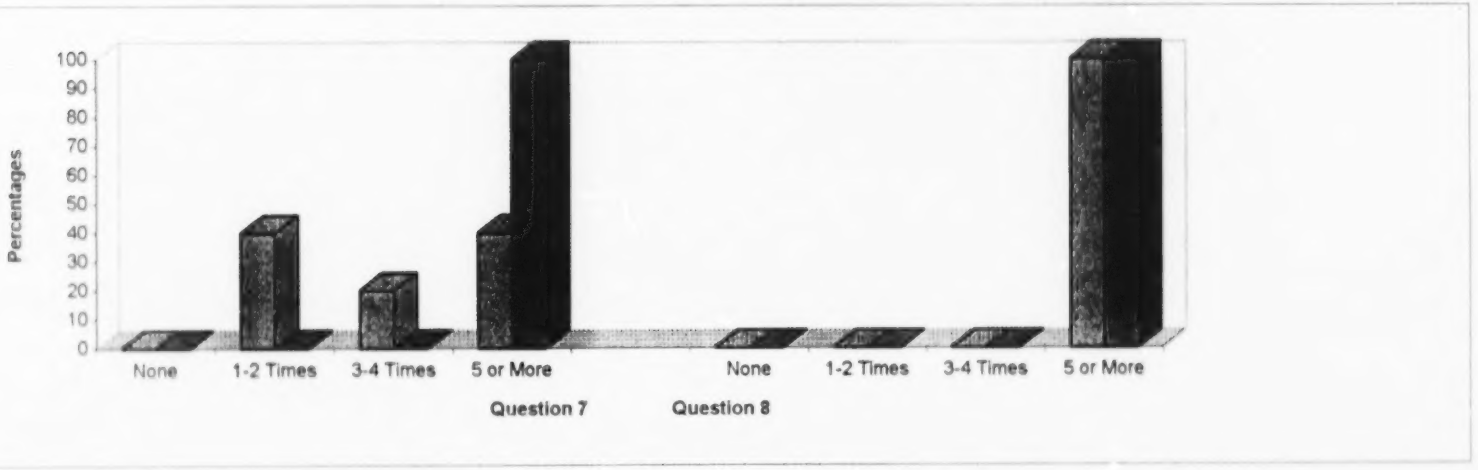


Appendix I
(See Appendix D)

Teacher Survey Comparison (continued....)



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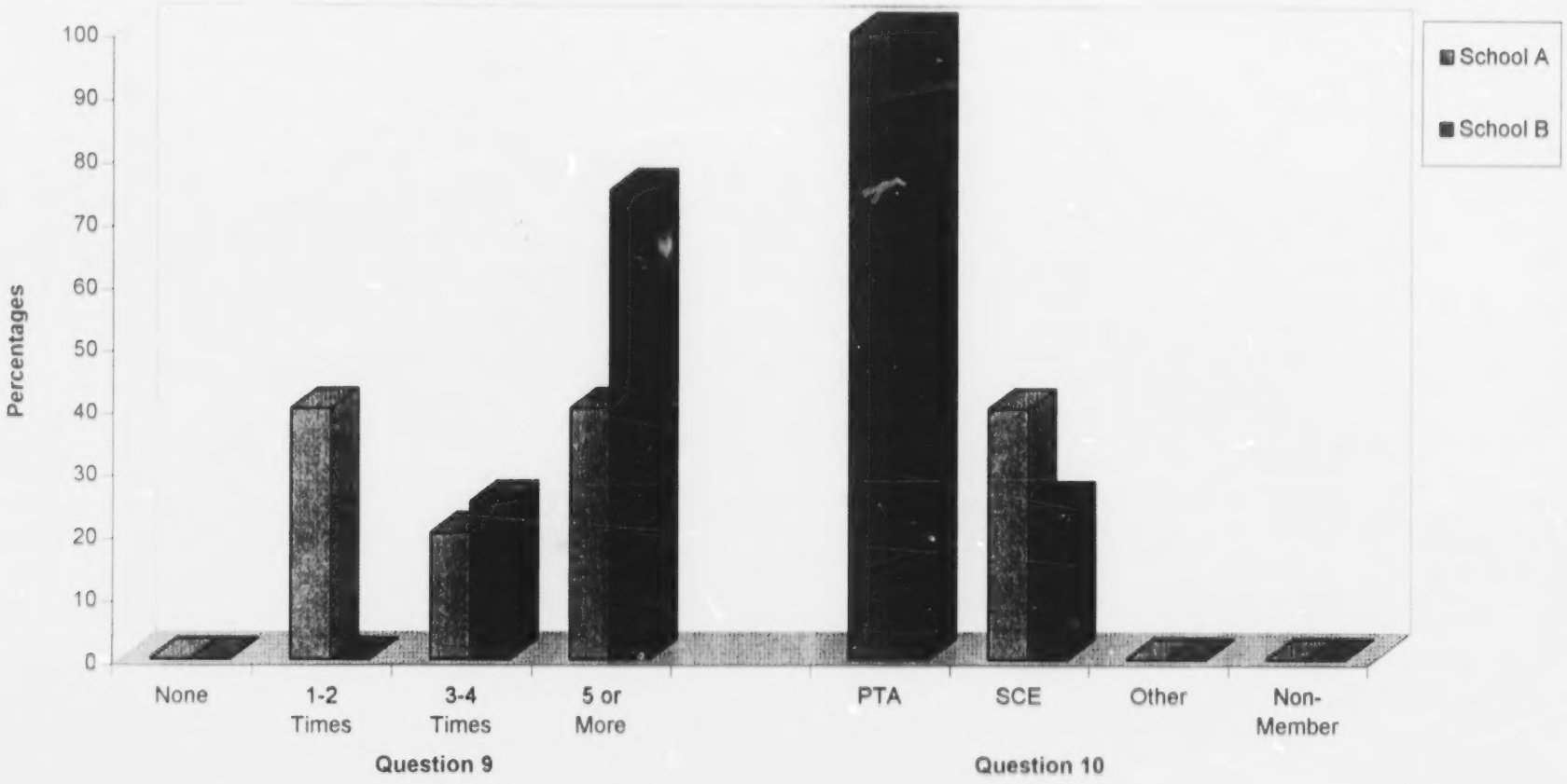
Appendix I
(See Appendix D)

Teacher Survey Comparison (continued....)



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